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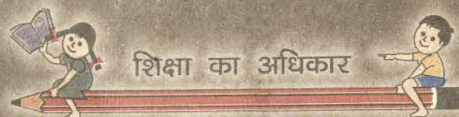सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

Impact of In-service Teacher Training on Classroom Transaction

INSET TOOL KIT

PART-IV

2012

Department of Teacher Education
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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विद्यया ऽमृतमश्नुते
एन सी ई आर टी
NCERT

शिक्षा का अधिकार

सर्व शिक्षा अभियान
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Principal Investigator
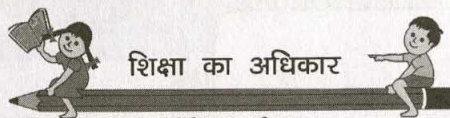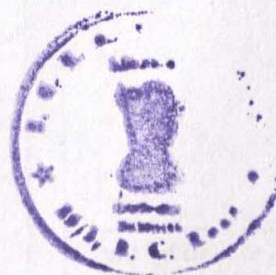
S.K. YADAV

2012

₹ 120.00

FOREWORD

Quality school education requires teachers of quality. The world that teachers are preparing children to enter is changing rapidly, and the teaching skills required need to evolve likewise. No pre-service course of teacher education can be sufficient to prepare a teacher for her whole career of 30 or 40 years. Thus, in-service teacher education is an essential process by which teachers (like other professionals) keep themselves up to date. Realizing this need, the Sarva Shiksha Abhiyan guidelines provide for in-service training (INSET). The study entitled, 'Study of Impact of In-service Teacher Training under SSA on Classroom Transaction', though covering only the twenty-day training programme, is much needed.

To realize the objectives of the study, a set of 14 tools was developed by Professor S.K.Yadav and his team, which form the tool kit in this document. This provides a compendium of tools addressing the research components specified in the conceptual framework of the study (printed separately). We hope this will also be used by researchers of this area, and in related areas. By being thus used, we look forward to the tools becoming more general at one level, and more refined at another.

<div align="right">

PARVIN SINCLAIR
Director
National Council of Educational
Research and Training

</div>

New Delhi
April 2012

PREFACE

The flagship scheme of Sarva Shiksha Abhiyan (SSA) was initiated during 2000-01 for improving the quality of elementary education and also to achieve the constitutional commitment of Universalisation of Elementary Education (UEE). Teacher Training was one of the important components of SSA for achieving the goal of UEE. The provision for 20 days in-service training was made for all the elementary school teachers every year under this scheme for their professional growth and development. Since this programme was being implemented in the country for over a decade, it became necessary to evaluate the scheme for addressing its impact in classroom transaction and on students. 'INSET Tool Kit' comprises 14 tools developed to conduct the study.

I am indebted to resource persons and several others who extended unqualified support for finalisation of tools. I am grateful to Professor Parvin Sinclair, Director, NCERT and Professor B.K.Tripathi, Joint Director for providing suggestions and guidance from time to time.

My thanks are due to Professor N.K.Jangira, Former Head, DTEE & Dean (C) and Professor Saroj Bala Yadav, Head, DESS, NCERT for extending continuous professional support for the construction and finalisation of tools of study. I appreciate the efforts made by Dr Vijayan K and Dr J K Patidar, Assistant Professors for completing this task.

It is hoped that the tools of the study will be widely used by the researchers and practitioners who are interested in studying the impact of INSET at macro and micro levels.

S.K. Yadav
Principal Investigator
Professor and Head
Department of Teacher Education
NCERT

CONTENTS

The Study Context

In-service education of teachers (INSET) has received considerable attention in the post-independence period as it was perceived as an essential input to achieve the goal of universal elementary education of children in the age group 6–14 years, and to ensure overall improvement in the quality of school education. Extension Services Centres were established in selected training colleges during 1950s in different states to provide INSET and support to teachers of nearby schools. It was a small but significant step. Milestones in its journey are linked to the Universal Elementary Education (UEE) development landmarks. Initially, the emphasis was on increasing enrolment and dealing with multigrade classes. The concern for the improvement of quality of teacher education led to the establishment of the State Institutes of Education (SIE) in order to complement the efforts initiated by the National Council of Educational Research and Training (NCERT) during the second half of the 1960s. Some other agencies also organised project-based INSET, especially in the curricular areas of Science and Mathematics. The initiatives were somewhat patchy in terms of coverage of teachers and curricular areas. The SIEs were later converted into State Councils of Educational Research and Training (SCERTs) encompassing the total school stage.

IMPORTANCE OF INSET UNDER SSA

SSA Framework (2008) provides guidelines for in-service training based on NCF-2005. Three types of training have been envisaged. There is provision for 60-day training for untrained teachers, 30-day induction training and 20-day training for all teachers every year. The 20-day training is to be split into 10 days of block training and 10 days in the form of monthly meetings at the Cluster Resource Centre (CRC). This study covers only 20 days training.

Needless to say, enormous funds and human resources have been invested in the INSET over time since millions of elementary teachers are being covered in order to effect change in classroom practices. Several pertinent questions arise. Is INSET in consonance with the objectives envisaged by SSA? Do teachers undergoing the INSET perceive it as useful to their classroom practices? Are the learnt practices used in classroom transaction? Do students perceive some change in teacher performance? Do students learn better? In other words, has the INSET under the SSA impacted teachers, classroom practices and student perceptions about the change? The need to address such questions led to the present study entitled 'Study of Impact of In-service Teacher Training under SSA on Classroom Transaction'.

OBJECTIVES OF THE STUDY

The following objectives were formulated for the study.

1. To assess the adequacy of training inputs including process of planning, preparation and content of modules and materials used in training programmes of 2008-09, 2009-10

and 2010-11 and to find out changes in training strategy and programmes during the last three years.

2. To study the transaction modalities of the training programmes organised during 2010-11.

3. To study perceptions of the teachers about the relevance and usefulness of in-service training.

4. To study the capability of resource persons in terms of their training, experience, preparedness and their views on the impact of training on classroom processes of teachers.

5. To study the impact of training in terms of change in classroom practices of teachers.

6. To study whether students observe any change in the behaviour and method of teaching of teachers after training.

7. To analyse the opinion of other functionaries such as BRC/CRC coordinators on the impact of teacher training on classroom processes.

8. To find out the constraints or problems, if any, in using training inputs in classroom transactions.

9. To suggest measures for improving training programmes and ensuring greater utilisation of training outcomes by teachers in classroom teaching.

DEVELOPMENT PERSPECTIVE

In order to collect the requisite data to achieve the above objectives, 14 tools were developed by the National Study Team. The draft tools were discussed in five workshops during September-December 2010. Experts considered structural aspects of the tools and matched with relevant objectives to establish face validity. The draft tools were then tried out in the states of Odisha, Haryana, Tamil Nadu and Uttar Pradesh. Classroom transaction was observed in the schools of Odisha, Haryana and Uttar Pradesh. The national team tried out the tools in the DIET and its lab area schools in Hapur. Relevant tools were also tried out in BRC, Goyano in Uttar Pradesh. The try out data were shared in the final workshop of experts held at the NCERT in January 2011. The tools were finetuned in the workshop. The achievement tests were to be developed by the state study teams based on the training package to be used for INSET 2010-11.

2 Synoptic View of the Tools

In order to realise the objectives of the study, the following tools were developed by the National Study Team and are given in the next chapter. This chapter provides a synoptic view of these tools.

SCHEDULE AND GUIDELINES FOR ASSESSMENT OF TRAINING PACKAGES (ISTT-1)

This tool provides guidelines to analyse and evaluate the training packages developed and used in different states during the years 2008-09, 2009-10 and 2010-11. The training package refers to a complete set of training material. The tool consists of two parts. The first part deals with information about the training package and the second provides guidelines for the evaluation of the training package in the light of NCF-2005. The tool facilitates the task of analysis of the training packages. The guidelines also suggest different aspects of the packages which need to be evaluated in respect of objectives of the training, areas covered, transaction methodologies, time required and evaluation procedure given in the package. The tool also provides guidelines to examine changes, if any, in the package(s) used in 2010-11 in comparison to the packages used during 2008-09, 2009-10. In order to study the opinion of the experts about the training packages for the years 2008-09, 2009-10 and 2010-11, fourteen statements are included in the tool. The expert opinion is sought on a 3-point scale, 'to a large extent', 'to some extent' and 'not at all'. The scoring values assigned for these options are 3 for 'to a large extent', 2 for 'to some extent', 1 for 'not at all'.

SCHEDULE FOR STATE PROJECT DIRECTOR (SPD) OF SSA/DIRECTOR SCERT (ISTT-2)

This tool is meant for seeking information from SPD/Director SCERT/State Training Coordinator on the planning and implementation of in-service training of teachers under SSA for primary and upper primary school teachers in sampled states. The tool consists of 31 items related to general information, number of teachers covered, location of training centres both for block and monthly meetings, role of different institutions in organizing training, design of training package, selection of resource persons, evaluation of training, mode of receiving funds and problems in meeting the target.

FACILITIES IN THE TRAINING CENTRES (ISTT-3)

This tool is meant for collecting information regarding the availability of physical facilities, equipments and training material(s) at the training centres established in schools/CRCs/BRCs/DIETs in sampled states. There are 17 items in this schedule which are divided into three sections. Section A deals with basic information about location of teachers, resource persons and training coordinators. Section B deals with the infrastructural facilities available at the centres and Section C deals with the training material available/used at the centre.

TRAINING OBSERVATION SCHEDULE (ISTT-4)

This schedule is meant for observing a training session conducted by the Resource Person during the training programme. It consists of 25 items.

First ten items are related to general information and the other 15 are related to skills and behaviour of the resource person during training transaction. These are related to introduction of lesson, presentation of new concepts, asking questions and answering them, treating the teachers on equal footing, use of resource material, attentiveness of teachers and concluding the lesson.

Teachers' Perception about In-service Training (ISTT-5)

This questionnaire aims at eliciting teachers' perception about the training programme. The questionnaire is filled in by the teachers on the last day of the training programme. There are 31 items in the tool. The items seek to elicit their perception regarding the physical facilities available at the centre, the distribution of the training material and stationery, the quality of training material, the transactional mode, assessment of resource persons, self-assessment, relevance and benefit of training and the strengths and weaknesses of the training.

Resource Persons' Perception about In-service Training (ISTT-6)

This questionnaire aims at studying the resource persons' perception about in-service training of teachers. It seeks to elicit their perception about various aspects of in-service training organised for primary and upper primary school teachers. There are 35 items in the tool. Items 1–6 deal with the general information and items 7–18 deal with the personal information about the resource persons. Items 19–35 deal with the training programme in which they acted as resource person. These items seek to elicit their perception regarding the physical facilities available at the centre, the distribution of the training materials and stationery, the quality of training material, the transactional mode, quality of the training modules used, strengths and weaknesses of the training and suggestions for improvement.

Questionnaire for Training Coordinator (ISTT-7)

This questionnaire aims at studying perceptions of the training coordinators about the training programme. There are 26 items in the tool. Items 1–14 deal with the personal information about the training coordinators. Items 14–26 deal with the various issues related to physical facilities, procedure of inviting the trainees, preparation of training schedules, attendance of the teachers, procurement and distribution of training materials, mechanism to evaluate the performance of the resource person, funds, strengths and weaknesses of the programme and suggestions for further improvement.

Guidelines for Conducting Focus Group Discussion with Students (ISTT-8)

This tool is meant to conduct the Focus Group Discussion (FGD) with the students in order to study the impact of training on the teachers in their classroom teaching in schools. The Field Investigators conducted group discussions with students of Classes IV/V and VII/VIII in small groups (5–6 students) to find out changes in classroom practices of teachers who had undergone training. The field investigators were required to conduct discussion around the questions listed under guidelines for discussion. These questions were suggestive. Further questions were to be asked for deeper probing. All responses of the students were recorded. The guidelines focused on the changes in teachers and their teaching after the training related to the preparation and use of TLM, changes noticed in the behaviour, activities organised in the classroom and participation of the students in activities, type of new activities organised and students' involvement in activities.

Case Study of a Training Centre (ISTT-9)

This tool provides guidelines to conduct in depth case studies of two training centres, one for primary and the other for upper primary level. The guidelines suggest techniques to be adopted for collection of data like conducting interviews with

teachers, resource persons, training coordinators and non-academic staff about availability and functioning of physical facilities, equipments, training material, etc. in order to complement the data collected through other instruments.

SCHEDULE FOR CRC COORDINATOR (ISTT-10)

This schedule aims at studying the perception of CRC coordinator about the monthly meetings. There are 31 items in the tool. Items 1–5 deal with the personal information about the CRC coordinator. The remaining questions deal with the monthly meetings held during 2009-10 and 2010-11. The physical facilities available at the centre, the availability of teaching aids/equipments, details of the resource persons invited, reasons for absence of teachers in monthly meetings, use of different modes of transport for attending meetings, criteria for identifying the issues discussed at monthly meetings, mechanism to evaluate the performance of the teachers in the meetings, attendance and performance of the teachers in the monthly meetings, reasons for dissatisfaction, funds received and suggestions for improvement of monthly meetings.

SCHEDULE FOR MONTHLY MEETINGS FOR TEACHERS (ISTT-11)

This schedule aims at studying the perception of the teachers related to the organisation and impact of monthly meetings. The schedule to be filled by the teachers, details the activities conducted in the monthly meetings. There are forty items in the tool which deal with different aspects of the monthly meetings. Items 1–7 deal with the personal information related to the teachers who attended the monthly meetings. Items 8–10 are related to the dates and venue of the meetings. Items 11–12 are related to the objectives of conducting the meetings and issue of invitation for monthly meetings. Item 16 is related to the mode of transport used by teachers for attending the meetings. Item 18 deals with the number of meetings held during 2009-10 and 2010-11. Seating arrangement is dealt within the items 21 and 22. Items 23–24 deal with the physical

facilities and the aids and equipments available at the centres. Items 25–29 deal with the issues discussed in the meetings, clarification of doubts of the teachers, etc. The approaches/methods learnt in the meetings, the activities conducted in the meetings, usefulness of these activities in the classroom, etc. are dealt with in the items 30–32. Mechanism of evaluation of performance of the teachers, feedback of teachers utilised in the meetings, payment of TA/DA, providing lunch/breakfast, etc. are dealt within items 33–38. Items 39 and 40 deal with reaction of the teachers regarding the meetings and general comments on the meetings.

OBSERVATION SCHEDULE FOR MONTHLY MEETINGS OF CRC (ISTT-12)

This schedule is meant for facilitating observation of different activities in monthly meetings of the CRC. There are 19 items in this tool. Items 1–7 deal with the general information regarding the meetings. Items 8–11 are related to the agenda, introduction, and issues of the meeting and the levels of participation of teachers. Activities conducted during the meetings, issues raised by teachers related to the curriculum and the innovations attempted by teachers are dealt within the items 12–14. Items 15–17 are related to usefulness, liking of agenda and weakness(es) of the meetings. Items 18 and 19 are related to the issues to be discussed in the next meeting and suggestions for organizing meetings in an effective manner.

CLASSROOM OBSERVATION SCHEDULE (ISTT-13)

This schedule is meant for the observation of the lesson of the teacher in the classroom. Separate schedules are to be filled in for each lesson taught by the teacher. This schedule has 30 items for classroom transaction. The items are related to introduction of the lesson, presentation, concepts explained, dealing with questions, students' participation, resource materials used, activities organised, use of textbooks, evaluation of students, praiseworthy and undesirable features,

etc. These are to be rated on a 3 or 4-point scale provided in the classroom observation schedule.

ACHIEVEMENT TEST (ISTT-14)

The achievement tests were prepared on the basis of training package(s) used for training programme organised during 2010-11 to study the training gains among the teachers. The test comprised multiple choice type items. The number of questions vary in the sampled states. The details of each state are given in the first section of Chapter 4.

FIELD NOTES

During field visits by members of the national and state study teams, extensive field notes were taken about the unique incidents to supplement the field data.

3

Specifics of the Tools

This chapter provides specifics of each of the 14 tools used in the study on "Study of Impact of In-service Teacher Training under SSA on Classroom Transaction" alongwith user instructions and guidelines.

SCHEDULE AND GUIDELINES FOR ASSESSMENT OF TRAINING PACKAGES (ISTT-1)

INSTRUCTIONS

- *The training package refers to the complete set of training materials both print and non-print for inservice training.*

- *The training packages developed and used during the years 2008-09, 2009-10 and 2010-11 will be evaluated using the schedule prepared for the purpose.*

- *This tool consists of two parts. The first part deals with information about the training package and the second part provides guidelines for the evaluation of the training package.*

- *The training package(s) shall be evaluated in a workshop mode by a group of experts. They will prepare a report after completing evaluation based on the guidelines and attach a copy of the completed schedule with the report. They will evaluate the training package(s) for primary and upper primary teachers separately unless there is a common package for both.*

- *The experts will also report the changes that have appeared in the training package(s) for primary/ upper primary school teachers over a period of three years.*

- *The experts may also mention any other issues/points not covered in this schedule for evaluation of the training package(s).*

- *The appropriate code of response should be written in the box.*

- *Do not leave any blank. Write 'nil' if information is not available.*

PART-I

Information about Training Package

1. State Code

2. The training package evaluated is meant for :

   • Primary teachers   (1)

   • Upper Primary teachers   (2)

   • Common for both   (3)

3. Agency/Committee that prepared training package/material

   _____

4. When was the training package prepared for 2010-11?_____

5. In the space provided below, give information about the training package(s) used during 2010-11.

   (a) Title of the training package(s)/material(s) _____

   (b) Language of the training package(s) _____

   (c) Number of days suggested for transaction of the training package

   (d) Number of modules in the training package(s)

   (e) Number of resource persons recommended for transacting the training package

6. Give information about the training package(s) used during 2008-09 to 2010-11 and the changes, if any, during this period in respect of the following items:

	2008-09	2009-10	2010-11	Changes
Title of the Training Programme				
Objectives of the training				
Areas covered				

Title of the modules				
Transaction methodologies, including suggestions, if any				
Time required/recommended for transaction, if any				
Evaluation procedure given in the package, including suggestions, if any				

PART-II

EVALUATION OF THE TRAINING PACKAGE

7. Comment on the quality and coverage of the training package(s) in the light of the SSA guidelines 2008.

    (a) It takes into account the constructivist approach as advocated in NCF-2005. This means that the teachers should act as 'facilitator' and should work towards creating a variety of learning experiences in and out of the classroom that enable children to construct knowledge from activities and experiences in day-to-day life. The teacher is not to be a 'transmitter' of knowledge to passive recipients (the children).

    _____

    _____

    _____

    (b) This approach requires being reflective, that is, they need to become mindful enquirers into their own experiences, to guide children meaningfully.

    _____

    _____

    _____

    (c) The guidelines advocate a 'split up' model of in-service training, in which 6-8 days training is provided at the BRC/DIET level and 2 days training through actual observation of the classroom situations. Thereafter, teachers are expected to return to their school settings for 2-3 months, to try out the recommended methodologies and ideas. At the end of the training

programme, they once again return to the BRC/DIET for 2 days to share their experience and reflect on the new ideas before they complete the training.

_____

_____

_____

8. Give your rating of the Content of Training Package(s) for the years 2008-09, 2009-10 and 2010-11.

(Write 3 for 'to a large extent', 2 for 'to some extent', 1 for 'very little or not at all')

S. No	Whether the content of training package	2008-09	2009-10	2010-11
(a)	is in line with the objectives of training			
(b)	is free from prejudices on the basis of caste and gender, etc.			
(c)	deals with the concepts adequately			
(d)	contains appropriate illustrations			
(e)	uses simple and easy to understand language			
(f)	promotes activity-based teaching			
(g)	has potential to arouse and sustain interest of the trainees			
(h)	suggests appropriate transaction methodology			
(i)	contains sectional review in each module			
(j)	contains remedial activities for children with learning difficulties			
(k)	provides a list of suggested readings at the end of each module			
(l)	includes suggestions for follow-up activities to reinforce learning			

9. Point out in the training package(s) those elements which:

   (a) are easy to translate into classroom practice _____

   (b) are difficult to translate into classroom practice _____

10. Give points of strengths and weaknesses of the training package of 2010-11 in each of the following aspects

S. No.	Aspects	Strengths	Weaknesses
(a)	Training objectives		
(b)	Language of the training package		
(c)	Presentation of the training package		
(d)	Practicability and implementability within the given time		
(e)	Content of training package		
(f)	Transaction Methodology suggested in the package(s)		
(g)	Methods suggested for evaluation of training programmes		
(h)	Follow up of the training programmes		
(i)	Any other *(Specify)*		

(Signature of Experts)   (Signature of State Coordinator)

SCHEDULE FOR STATE PROJECT DIRECTOR (SPD)
OF SSA/DIRECTOR SCERT (ISTT-2)

INSTRUCTIONS

- *The SPD/Director SCERT/other officials concerned with the organisation of in-service training of teachers are expected to give information on the planning and implementation of in-service training of teachers under SSA for primary and upper primary school teachers.*
- *The state coordinators should fill this schedule on the basis of interaction with the officials concerned.*
- *Use separate sheet, wherever necessary.*
- *Do not leave any blank. Write nil if information is not available*

Date(s) of Interaction _____

_____

1. State Code ☐☐

2. Name _____
   Designation _____
   Address _____
   _____
   _____ Pin _____
   Phone Number (Official) _____ (Mobile) _____
   e-mail _____

3. The information is related to: ☐
   Primary teacher   (1)
   Upper primary teacher   (2)
   Common for both   (3)

4. List of documents, reports, circulars, etc. collected/consulted
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

5. (a) Give information about coverage of teachers in the state.

Teachers in the State	Primary teachers			Upper primary teachers		
	Men	Women	Total	Men	Women	Total
Total number of teachers as on 30.9.09						
Number of teachers covered by INSET 2009-10						
Total number of teachers as on 30.9.10						
Number of teachers covered as on 30.9.10						

(b) Reasons for gap, if any, between the total number of teachers and the number of eachers actually covered by training during 2009-10 in the state.

_____

_____

_____

6. (a) Number of BRCs in the state

(b) Number of CRCs in the state

(c) Total number of days of in-service training of teachers under SSA programme in

2009-10

2010-11

(d) Give the number of teachers trained in the different institutions

Agency	Primary teachers		Upper primary teachers	
	2009-10	2010-11	2009-10	2010-11
CRC				
BRC				
DIET				
Other (specify)				

7. Describe in brief the role played by various agencies in organising in-service training programme

(a) Role of State Project Office

_____

_____

_____

(b) Role of SIEs/SCERTs

_____

_____

_____

(c) Role of District Project Office

_____

_____

_____

(d) Role of DIETs

_____

_____

_____

(e) Role of BRCs

_____

_____

_____

(f) Role of CRCs

_____

_____

_____

8. Pattern of 20-day in-service training of teachers

(a) Number of days of continuous (block) training   ☐☐

(b) Number of monthly meetings for training at CRC level   ☐☐

9. Information about monthly meetings

(a) Are the days/dates of monthly meetings fixed?   ☐
     Yes (1)   No (2)

(b) If yes, which day(s)/date(s) of the month?   ☐☐

(c) If no, how are days/dates of the monthly meetings fixed?

_____

_____

_____

10. (a) Is block in-service training programmes residential?   ☐
       Yes (1)   No (2)

    (b) If yes, how is residential accommodation for teachers arranged?

    _____

    _____

    _____

11. (a) Is the training schedule for in-service training for teachers prepared at the state level?

       Yes (1)   No (2)   ☐

    (b) If yes, provide a copy of the training schedule for in-service training of teachers in your state.

12. (a) Is need assessment carried out before designing in-service training of teachers?

       Yes (1)   No (2)   ☐

    (b) If yes, how was need assessment carried out?

    _____

    _____

    (c) Which institution carried out the need assessment? _____

13. (a) Which institution at the state level developed the training package currently in use?

    _____

    (b) When was it developed? Year   ☐ ☐ ☐ ☐

    (c) Was the training package modified from year to year?   ☐
        Yes (1)   No (2)

    (d) If yes, give the procedure for modifying the package

    _____

    _____

    _____

14. Who organises in-service training at BRC level? _____

15. (a) Whether guidelines/materials were prepared for the training of Training Coordinator?
        Yes (1)   No (2)   ☐

    (b) If yes, provide a copy of guidelines.

16. (a) Was any training/orientation programme conducted for Training Coordinators?   ☐
        Yes (1)   No (2)

    (b) If yes, who conducted the training programme for Training Coordinators? _____

(c) Duration and date(s) of training programme for Training Coordinators:

						to						

(d) Content of the training programme (provide a copy)

17. (a) Is there a mechanism to evaluate the performance of Training Coordinators? ☐
    Yes (1)   No (2)

    (b) If yes, give details

    _____

    _____

    _____

18. What criteria were adopted for identifying resource persons for the in-service training programme in your state?

    _____

    _____

    _____

19. (a) Whether guidelines/materials were prepared for the training of resource persons? ☐
    Yes (1)   No (2)

    (b) If yes, provide a copy of the guidelines.

20. Was any training/orientation programme conducted for the resource persons? ☐

    Yes (1)   No (2)

21. (a) Which agency conducted the training programme for resource persons?

    _____

    (b) Duration and date(s) of training programme for resource persons

    _____

    (c) Content of the training programme (provide a copy).

    _____

22. (a) Is there a mechanism to evaluate the performance of resource persons? ☐
    Yes (1)   No (2)

    (b) If yes, give details:

    _____

    _____

    _____

    _____

23. How are in-service training programmes evaluated in your state?

_____

_____

_____

24. (a) Is there any activity for follow-up of in-service training of teachers ? ☐

Yes (1)   No (2)

(b) If yes, give details

_____

_____

_____

25. (a) What is the mode of releasing funds to in-service training centres for organising training programmes in your state?

_____

(b) The norms for allocation of funds are

_____

(c) The amount for each training centre released in a year

_____

(d) Funds allocated for in-service training during

2009-10 _____ 2010-11 _____

(e) Funds utilised in 2009-10

_____

(f) Reasons for not utilising the allocated funds

_____

26. Problems, if any, in meeting targets of training

_____

_____

_____

Signature of the Interviewer   Signature with seal of SPD, SSA

Name _____   Name _____

FACILITIES IN THE TRAINING CENTRES (ISTT-3)

INSTRUCTIONS

- *This schedule will be filled by field investigators on the basis of their observations and discussion with the training coordinator and trainees about the availability of physical facilities, equipments and training material(s) at the training centre.*
- *Code number should be given in the appropriate box.*
- *Field investigator should procure copies of additional material(s) other than the training package distributed among the teachers.*
- *Do not leave any blank. Write 'nil' if information is not available*

SECTION A
BASIC INFORMATION

1. State Code

2. District Code

3. Training centre Code

4. Location of the centre   Rural (1)   Urban (2)

5. Complete address of the training centre

   _____

   _____

   _____ Pin Code _____

6. Training programme is meant for:

   Primary teachers   (1)

   Upper primary teacher   (2)

   Both   (3)

7. Designation of the organiser of the programme _____

8. Number of staff members at the training centre

   - Academic

   - Administrative

   - Others

9. Number of teachers

	Men	Women	Total
Teachers invited			
Teachers present			

SECTION B
INFRASTRUCTURAL FACILITIES AVAILABLE AT THE TRAINING CENTRE

10. Number of rooms available at the training centre _____

11. Comment on the availability of facilities by tick (√) marking the appropriate column

Facilities	Available and adequate	Available but inadequate	Not available
Lodging arrangement			
Boarding arrangement			
Safe drinking water			
Toilets			
Separate toilets for women trainees			
Library			
Reading room in Library			
Space for training sessions			
Space for group work			
Provision of electricity			
General cleanliness			

12. What is the arrangement for serving meals at the training centre?
    (Write the appropriate code in the box)

    A caterer supplies the food   (1)
    Food is cooked at the centre   (2)
    Teachers arrange meals on their own   (3)

SECTION C
TRAINING MATERIAL

13. (a) The training package/set of modules was given to teachers:
    Before the commencement of the training   (1)
    On the first day of the training   (2)
    During the training   (3)
    Distributed in instalments as and when required (4)
    On the last day of the training   (5)
    Partially distributed   (6)
    Not distributed   (7)

(b) Were some additional materials/handouts supplied during the training programme?

Yes (1)   No (2)   ☐

(c) If yes, list the materials/handouts

_____

_____

_____

14. Comment on the availability and frequency of use of the teaching aids/equipments during training by writing appropriate code number in columns 2 and 3 and tick (√) marking it in the appropriate columns 4 to 6.

Items	Available Yes (1) No (2)	Needed for training Yes(1); No(2)	How often used?		
			Frequently	Sometimes	Rarely
1	2	3	4	5	6
Blackboard					
Facility for power point presentation					
Internet facility					
Television					
VCP/VCR/Projector					
Video-CDs					
DVD Player					
Dictionary					
Science Kit					
Math Kit					
Globe					
Maps/Charts					
Any other (specify)					

15. Additional information about the training centre not covered above:

_____

_____

_____

(Signature of Field Investigator)

TRAINING OBSERVATION SCHEDULE (ISTT-4)

1. State Code

2. District Code

3. Full address of the training centre

_____

_____

_____ Pin Code _____

6. Training programme is meant for:

   Primary resource person (1)

   Upper primary resource person (2)

   Both (3)

5. Name and address of the resource person _____

_____

6. Training session observed   First   Second   Third   Fourth

7. Theme of the session _____

8. Date of observation

   Day   Month   Year

9. Subject _____

10. Duration: from _____ to _____

11. How was the training theme introduced by the resource person?
    - Stating the topic (1)
    - Reviewing the previous lesson (if it is in continuation) (2)
    - Posing a problem/asking a question (3)
    - Writing on blackboard (4)

12. Presentation of new concepts/ideas was attempted by
    - only resource person talking (1)
    - discussion with explanation (2)

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13. The concepts were explained generally
    - through examples (1)
    - without examples (2)
    - through demonstration (3)

14. The resource person generally asked questions to
    - test factual knowledge (1)
    - test understanding (2)
    - test application of knowledge to new situations (3)
    - elicit teachers opinions (4)

15. The resource person generally addressed questions to
    - the whole class with many responding at the same time (1)
    - individual, who volunteers to answer (2)
    - individual, who did not volunteer to answer (3)

16. Trainees participated in discussion by

	Often	Sometimes	Never	
• asking questions to seek clarification	3	2	1	
• seeking more information on the topic under discussion	3	2	1	
• making comments on the basis of their own experience	3	2	1	
• raising issues relating to the topic under discussion	3	2	1	

17. Resource persons responded by

	Often	Sometimes	Never	
• providing the desired answer or clarification	3	2	1	
• reprimanding trainees for interrupting the lecture	3	2	1	
• asking someone else in class to respond	3	2	1	
• postponing the answer to the next day	3	2	1	

18. Were trainees praised by the resource persons for their participation in the classroom discussion?

Never	Sometimes	Quite often	
1	2	3	

19. Resource person treated the trainees:

	Quite Often	Sometimes	Never	
• in an authoritarian manner, like school children	3	2	1	
• respectfully	3	2	1	
• in an indifferent manner	3	2	1	
• on equal footing	3	2	1	

20. How was the following resource material used in the classroom teaching?

	Quite Often	Sometimes	Never	
• Blackboard	3	2	1	
• OHP (Overhead Projector)	3	2	1	
• Films/video	3	2	1	
• Computer	3	2	1	
• Other learning aid(s) (Specify) _____	3	2	1	

21. Activities organised during the training transaction by the Resource Person
    - Role Play (1)
    - Games (2)
    - Group Work (3)
    - Conducting Experiment (4)
    - Field Study (5)
    - Any other _____ (6)

22. How many trainees were attentive during the lesson?
    - Session was disrupted by trainees (1)
    - Very few (2)
    - Some of them (3)
    - Most of them (4)
    - All of them (5)

23. The session concluded
    - Abruptly (1)
    - Summarising the main points (2)
    - Giving assignments (3)
    - Highlighting some points for reflection (4)

24. Training module/material was used by the trainees for
    - reading before the session (1)
    - reading at the beginning of the session (2)
    - selective reading during the session to highlight some portions (3)
    - reading after the session (4)

25. Evaluation of teachers was carried out by the resource person through
    - oral questioning (1)
    - assignments (2)
    - written test (3)
    - no evaluation (4)

26. Give approximate percentage distribution of time spent on the following during the session by the resource person. (Total time spent should not exceed 100%)

Time spent (%)

- Resource person talking _____
- Interaction with teachers _____
- Group work _____
- Any other activity, specify _____

SPECIAL FEATURES OF THE LESSON

27. During observation you may have noted a feature (idea/event, activity) in the lesson which was praiseworthy. Likewise, there may have been some features, which were not praiseworthy. Describe briefly the features which were praiseworthy or otherwise.

Praiseworthy features:

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

Undesirable features:

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

(Signature of Field Investigator)

Name and Address of Field Investigator

TEACHERS' PERCEPTION ABOUT IN-SERVICE TRAINING (ISTT-5)

1. State Code

2. District Code

3. Complete address of the Training Centre

   _____

   _____ Pin Code _____

   Phone No_____ Mobile No_____ e-mail _____

4. Name of the teacher trainee_____

5. Name of the school with full postal address where the trainee is working _____

   _____ Pin Code _____

   Phone No_____

6. Location of School

   Rural (1)   Urban (2)

7. The trainee is teaching at
   - Primary Stage only   (1)
   - Upper Primary Stage only   (2)
   - Both primary and upper primary stages   (3)

8. Age (in years)

9. Gender

   Men (1)   Women (2)

10. Social Category

    SC   (1)
    ST   (2)
    OBC   (3)
    Others (4)

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11. Academic Qualifications
    - Secondary   (1)
    - Higher Secondary   (2)
    - Graduate   (3)
    - Post Graduate   (4)
    - Any other, specify_____   (5)

12. Professional Qualifications:
    - No pre-service training   (1)
    - Diploma in Education (D.Ed.) or equivalent   (2)
    - B.Ed. (Elementary Education)   (3)
    - B.Ed. (General)   (4)
    - M.Ed.   (5)

13. Teaching Experience (in years)

14. Details of other such training programmes attended during 2009-10:

Title	No. of days	Theme/ Subject/ Area

15. Difficulties faced in attending this training programme
    - No difficulty   (1)
    - Notice given was too short   (2)
    - Long distance to commute from home   (3)
    - Any other, specify _____   (4)

16. Will in-service training improve your teaching proficiency in school?
    - To a great extent   (1)
    - To some extent   (2)
    - Not at all   (3)

17. (a) Did you attend all sessions of the current training programme?

    Yes (1)   No (2)

    (b) If no, number of sessions attended

    (c) Number of session missed/not attended

    (d) What was the reason for missing the session(s)?   Yes   No
    - Family problem   1   2
    - Illness   1   2
    - Urgent work   1   2
    - Any other (specify) _____   1   2

18. (a) Were training dates suitable to you?   Yes (1)   No (2)   ☐

    (b) If no, suggest more suitable dates/month for the next training?   ☐ ☐ ☐ ☐

                                                                    Day   Month

19. (a) Is there library facility at the training centre?   Yes (1)   No (2)   ☐

    (b) If yes, how often did you use the library facility during the training?   ☐
        • Quite often   (1)
        • Sometimes   (2)
        • Not at all   (3)

20. (a) Did you receive any training material(s) before the training?   ☐
        Yes (1)   No (2)

    (b) If yes, when did you read it?   ☐
        • Before the commencement of training   (1)
        • During the training   (2)
        • Did not find time to read it   (3)

    (c) If you have read it, how many modules did you study? _____

    (e) If no, write the appropriate code of the reason.   ☐
        • Did not find time to read it   (1)
        • The package was not interesting   (2)
        • It was difficult to understand   (3)
        • Any other (Specify) _____   (4)

21. Did you find any deficiencies in the training material(s)? Write the relevant code in the box.
    (Reply only if you have read the package)

Type of difficulty	In most modules/ materials	In some modules/ materials	In none of the modules/ materials	Code
Difficult language	3	2	1	
Content too theoretical	3	2	1	
Lack of examples	3	2	1	
No illustrations	3	2	1	
No practical exercises	3	2	1	
No proper sequential presentation of content	3	2	1	
Concepts not properly clarified	3	2	1	

22. Did you find the training programme relevant to your needs? ☐
    - To a large extent (1)
    - To some extent (2)
    - Not at all (3)

23. List the titles or portions of the module(s) which you feel were not relevant to your needs.

    _____

    _____

    _____

24. Suggest other relevant topics which you think should be included in the training package.

    _____

    _____

    _____

25. How often were the following transaction techniques used? Encircle the relevant code in the box. Also give rating of the approaches used on a 3-point scale (3 for most useful, 2 for useful to some extent and 1 for least useful).

Transaction method	Frequently	Sometimes	Rarely or not at all	Rating if used
Lecturing	3	2	1	
Discussions	3	2	1	
Demonstration	3	2	1	
Practical work	3	2	1	
Group discussion	3	2	1	
Peer learning	3	2	1	
Panel discussion	3	2	1	
Self-study	3	2	1	
Guided study	3	2	1	
Project work	3	2	1	
Any other (specify)	3	2	1	

26. (a) Were any reading/writing assignments given during the training?

    Yes (1)   No (2)   ☐

    (b) If yes, were you able to complete it as required?

    Yes (1)   No (2)   ☐

27. Teacher's Assessment of trainers (Resource Persons)

Name of resource person	Topics Transacted	Please give your rating of each resource person in the table given below using a five point scale (Write 5 for Excellent, 4 for Good, 3 for Average, 2 for Somewhat satisfactory and 1 for Poor)					
		Use of teaching aids	Presentation of topics	Interaction between trainees and resource person	Mastery over the subject	Presentation of concepts	Opportunities given to trainees to seek clarification

28. Did the training programme help you enrich your understanding of the contents covered?
    - To a large extent   (1)
    - To some extent   (2)
    - Not at all   (3)

29. Self assessment after training (Give ratings for each statement on a 3 point scale. 3 for most useful, 2 for useful to some extent and 1 for least useful).

    (a) Learnt things that I did not know before.

    (b) Will be able to improve my teaching as a result of the training by :
        - making it more interactive in the class
        - explaining some topics in a better way
        - paying attention to the children with learning difficulties in the class
        - giving more appropriate assignments and homework to children
        - testing students and using results for improvement of teaching

30. State briefly the strengths and weaknesses of the training programme:

    (a) Strengths/Good features:

    _____

    _____

    _____

    _____

    (b) Weaknesses/Shortcomings:

    _____

    _____

    _____

    _____

       Name and Signature   Name and Signature
       of the respondent   of the Field Investigator

RESOURCE PERSONS' PERCEPTION ABOUT IN-SERVICE TRAINING (ISTT-6)

GENERAL INFORMATION

1. State Code

2. District Code

3. Name and address of the training centre

   _____

   _____ Pin Code _____

   Phone No_____ Mobile No_____ e-mail _____

4. The training programme was meant for:

   - Primary teachers (1)
   - Upper primary teachers (2)
   - Common for both (3)

5. Title of the training programme _____

6. Dates of the training programme: From _____ to _____

PERSONAL INFORMATION

7. Name _____ Designation _____

8. Address of the Institution where you are/were working

   _____

   _____ Pin Code _____

   Phone No_____ Mobile No_____ e-mail _____

9. Gender
    Men   (1)   ☐
    Women   (2)

10. Social Category
    • SC   (1)
    • ST   (2)   ☐
    • OBC   (3)
    • Others   (4)

11. Age (in years)

12. Academic Qualifications
    • Higher Secondary   (1)
    • Graduate   (2)   ☐
    • Post Graduate   (3)
    • Ph.D.   (4)

13. Professional Qualifications
    • Diploma in Education or equivalent   (1)
    • B.Ed. (Elementary Education)   (2)   ☐
    • B.Ed. (Other type)   (3)
    • M.Ed.   (4)

14. Teaching Experience (in years)
    • Primary Level   _____

    • Upper Primary Level   _____

    • High/Higher Secondary Level   _____

    • Elementary Teacher Education Institution   _____

    • Secondary Teacher Education Institution   _____

    • Any other (specify)   _____

15. Did you get training/orientation to work as a resource person?
    • Yes   (1)   ☐
    • No   (2)

16. If yes, give the following information
    • Year of last training attended   ☐☐☐☐
    • Duration of the training (in days)   ☐☐
    • To what extent has the training been useful in performing your functions as a resource person?
        — To a large extent   (1)
        — To some extent   (2)   ☐
        — Not at all   (3)

17. For how many days did you work as a resource person, in training   ☐☐
    programmes in the last one year?

19. (a) Are you satisfied with the physical facilities provided at the training centre?
   - Yes (1)
   - No (2)

   (b) If no, list the facilities which are lacking or not satisfactory
   _____
   _____
   _____

20. (a) Are you satisfied with equipments provided at the training centre?
   - Yes (1)
   - No (2)

   (b) If no, list the equipments which were needed but not provided or which were not functional.
   _____
   _____
   _____

21. (a) Was a separate training manual/material for the resource persons available?
   - Yes (1)
   - No (2)

   (b) If yes, when was it made available to you?
   - Before the commencement of training (1)
   - On the day of commencement of training (2)
   - During the training (3)

22. When did you receive the training package prepared for teachers?
   - Before the commencement of training (1)
   - On the day of commencement of training (2)
   - During the training (3)

23. Did the teachers have difficulty in understanding the language of the training package meant for them?
   - To a large extent (1)
   - To some extent (2)
   - Not much (3)

24. Did you have difficulty in understanding the language of some parts of the package?
   - To a large extent (1)
   - To some extent (2)
   - Not much (3)

25. Did you find the training package relevant to the needs of the trainees?
    - To a large extent (1)
    - To some extent (2)
    - Not much (3)

26. Are illustrations given in the modules appropriate?
    - To a large extent (1)
    - To some extent (2)
    - Not much (3)

27. Do the modules contain practical exercises for classroom practice?
    - Several (1)
    - Some (2)
    - None (3)

28. Do the modules contain evaluation exercises?
    - Several (1)
    - Some (2)
    - None (3)

29. (a) Was the time given for transaction of modules adequate?
    - Yes (1)
    - No (2)

    (b) If no, how much time should have been given (in hours)

30. Give below the strong and weak points of the modules transacted by you?

Title of the module	Weak points	Strong points	Suggestions for improvement

31. Mention the transaction approach generally adopted by you

_____

_____

32. Did the trainees actively participate in the training session conducted by you?

- To a large extent (1)
- To some extent (2)
- Not much (3)

☐

33. Level of interest shown by the trainees

- High (1)
- Moderate (2)
- Low (3)

☐

34. (a) Did you prepare any additional material for the trainees?

Yes (1)

No (2)

☐

(b) If yes, write briefly about the material prepared by you.

35. (a) Will the training improve classroom practice by the teachers?

Yes (1)

No (2)

☐

(b) If yes, how?

_____

_____

(c) If no, why?

_____

_____

36. Suggestions for improvement of training to be organised in future:

_____

_____

_____

Signature and Name of the
Field Investigator

Signature and Name of the
Resource Person

QUESTIONNAIRE FOR TRAINING COORDINATOR (ISTT-7)

1. State Code ⬜⬜

2. District Code ⬜⬜

3. Name _____

4. Designation _____

5. Address of the institution in which the Training Coordinator is working

   _____

   _____ Pin Code _____

   Phone No_____ Mobile No_____ e-mail _____

6. The present training programme is meant for

   - Primary teachers   (1)   ⬜
   - Upper primary teachers   (2)
   - Common for both   (3)

7. Dates of the training programme: From _____ to _____

8. Gender:

   - Male   (1)   ⬜
   - Female   (2)

9. Age (in years)   ⬜⬜⬜⬜

10. Academic Qualifications

    - Higher Secondary   (1)   ⬜
    - Graduate   (2)
    - Post Graduate   (3)
    - Any other   (4)

11. Professional Qualifications

  • Diploma in Education or equivalent   (1)
  • B.Ed. (Elementary Education)   (2)   ☐
  • B.Ed. (General)   (3)
  • M.Ed.   (4)

12. Teaching Experience (in years)

  • Primary Level   _____
  • Upper Primary Level   _____
  • High/Higher Secondary Schools   _____
  • Elementary Teacher Education Institution   _____
  • Secondary Teacher Education Institution   _____
  • Any other (specify)   _____

13. (a) Have you acted as a Training Coordinator earlier?

    • Yes   (1)   ☐
    • No   (2)

   (b) If yes, how many training programmes did you   ☐ ☐
       coordinate last year under SSA?

14. (a) Did you receive any training to act as a Training Coordinator?

    • Yes   (1)   ☐
    • No   (2)

   (b) If yes, name the institution which organised the training programme?
       _____

   (c) What was the duration of the training programme? _____

   (d) In which year was the above training held?   ☐ ☐ ☐ ☐

15. (a) Was the time schedule for the present programme prepared by you?

    • Yes   (1)   ☐
    • No   (2)

   (b) If no, who prepared the time schedule?
       _____

16. (a) Are physical facilities and equipments for training adequate?

    • Yes   (1)   ☐
    • No   (2)

   (b) If no, what was lacking?
       _____

17. (a) What is the procedure for inviting the teachers to the training programme?

_____

_____

_____

(b) How many trainees were invited?   ☐☐☐

(c) How many trainees actually turned up on the first day of
    the training programme?   ☐☐☐

(d) How many trainees joined late?   ☐☐☐

(e) How many trainees did not join at all?   ☐☐☐

(f) How many trainees regularly attended the training?   ☐☐☐

(g) What difficulties were faced by you in getting teachers nominated for training?

_____

_____

_____

18. (a) Was there any training package/material supplied for distribution among the teachers?

   • Yes   (1)   ☐
   • No   (2)

(b) If yes, were copies of training materials sufficient for all the teachers?

   • Yes   (1)   ☐
   • No   (2)

(c) If no, explain how the shortage was overcome.

_____

_____

_____

19. (a) Was there any mechanism to evaluate the performance of the Resource Persons?

   • Yes   (1)   ☐
   • No   (2)

(b) If yes, how was the evaluation done and by whom?

_____

_____

_____

20. (a) Did you play any role in the selection of Resource Persons?

    - Yes   (1)   ☐
    - No   (2)

    (b) If yes, what was your role?

    _____

    _____

    _____

21. Give your assessment of the performance of the Resource Persons

Sl. No.	Name	Performance Satisfactory (Yes/No)	Comments
1.			
2.			
3.			
4.			
5.			

22. Were fund for training received on time?

                                                                     (1)   ☐
    - Yes
                                                                     (2)
    - No

23. (a) What amount was received by you for the training programme?

    _____

    _____

    (b) How was fund spent on different items of the training programme?

    - TA/DA   _____
    - Tea/lunch   _____
    - Honorarium   _____
    - Any Other (Stationery, Photocopy, etc.)   _____
    - Total amount spent: _____

    (c) Total unspent balance: _____

24. (a) Were the funds adequate for organising the training programme?

                                                                     (1)   ☐
    - Yes
                                                                     (2)
    - No

(b) If no, how much more was required?

_____

_____

25. (a) Did you find the training programme relevant to your needs?

- •   To a large extent   (1)
- •   To some extent   (2)
- •   Not at all   (3)

(b) Examples of a relevant feature

_____

_____

_____

(c) Examples of irrelevant feature

_____

_____

_____

26. (a) Will the training programme improve classroom practice of teachers?

- •   Yes   (1)
- •   No   (2)

(b) If yes, how?

_____

(c) If not, why?

_____

27. Suggestions for improvement of training programme in future:

_____

_____

_____

Signature

Name of the Training Coordinator

GUIDELINES FOR CONDUCTING FOCUS GROUP DISCUSSION WITH STUDENTS (ISTT-8)

INSTRUCTIONS

- *The Field Investigator shall conduct group discussions with students of Classes IV/V or VII/VIII in small groups (5–6 students) to find out changes in teaching practices of teachers who have undergone training.*
- *Separate schedule should be used for each teacher. In each school, one Focus Group Discussion (FGD) with the students will be organised.*
- *The investigator shall conduct the FGD around the questions listed under guidelines for discussion. These questions are suggestive. More questions can be asked for further probing. All responses of the students should be recorded.*
- *Do not leave any blank. Write 'nil' if information is not available.*

PRELIMINARY INFORMATION

1. State Code

2. District Code

3. Complete school address where the students are studying

_____

_____ Pin Code _____

Phone No_____ Mobile No_____ e-mail _____

4. Class _____

5. Name of the teacher _____

6. Subject(s) taught _____

7. Name of students who participated in FGD

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

   6. _____

GUIDELINES

Focus Group Discussion (FGD) was used to assess how students feel about the teacher and teacher behaviour in the classroom, the activities organised and materials used to facilitate their learning, and changes occurring in classroom practices of their teachers. It is assumed that students are aware and know about how they feel about these. It is also assumed that they can also verbalise their feelings and can be stimulated to share by trained field investigator.

- The focus group consists of 5–6 Class IV/V or VII/VIII students of the teachers who received INSET during 2010-11 in the sampled school.

- Systematic sampling technique is used to select students. Take attendance register of students. Usually boys and girls are separately listed. If they are separately listed, prepare such a list; divide the total number of students by five. Select every third, fourth or 'n'th student, one from boy's and one from girl's list. If the number of students is less than 6 in the class, select all.

- There can be two persons for conducting the FGD, one to ask questions, probe and seek more information about opinions and feelings of the students, and the other to record conversation.

- Avoid praising, encouraging, nodding to feel yourself neutral.

- Seat the FGD students comfortably in semicircle. Sometimes students may like to stand. Accommodate such informed request. Inform the students about the likely duration (45 minutes) for the FGD. The purpose is to let students feel comfortable for FGD.

- Inform students that there is no right and wrong answers.

- In order to make students comfortable, inform the students that what you discuss here will not be disclosed to your school. Share your views frankly without any fear. Develop rapport with students by asking neutral questions like, what do you like most about your school/classroom? Why? Ask each student to respond. Let them share and discuss each other's choice. This should take 3-5 minutes.

- Can we discuss how teaching learning goes in your classroom, shall we? Elicit willingness from all students in the focus group.

- What do you like about teaching in your class? Why?

- Think of the teaching in your class in the beginning of this year and now? Do you find change? What changes do you notice?
  — In teaching languages
  — Mathematics
  — Environmental Studies—Science
  — Environmental Studies—Social Science
  — Other activities

- What do you like about your teacher? Think about beginning of the session and now? Do you notice any change in his opinion about you? What change do you notice?

- In what activities for learning organised by your teacher did you participate? How do you feel about it? Is there a change in activities organised in the beginning and now? Would you like to add some more activities?

- Did the teacher prepare learning aids, etc.? Did you also participate in making TLM?

- Are you satisfied with your learning? Are you more satisfied with your learning this year than last year? Why?

- What more would you like your teachers to do so that you learn more and be happy in the school?

  Close the FGD thanking the students.

  Content analyse the FGD notes/recording highlighting changes in

  (a) the classroom practices

  (b) teachers dealings with students

  (c) teaching school subjects

  (d) organisation of activities

  (e) use of learning materials.

CASE STUDY OF A TRAINING CENTRE (ISTT-9)

1. State Code

2. District Code

3. Full address of the training centre

_____

_____ Pin Code _____

Phone No_____ Mobile No_____ e-mail _____

4. Steps for conducting Case Study:
   (i) Planning for conducting Case Study:
       (a) Identify training centre where the Case Study is to be conducted *(Probably other than the district headquarter)*.
       (b) Select the target group:
           — Training programme for primary school teachers
           — Training programme for upper primary school teachers
           — Common for both primary and upper primary school teachers
       (c) Stakeholders to be interviewed:
           — Teacher Trainees
           — Resource Persons
           — Course Directors
           — Community Members
           — Non-Academic Staff
   (ii) Development of Tools:
       (a) Develop the interview schedule for the stakeholders.
       (b) Develop a schedule for collecting information about physical facilities, equipments and their use.
       (c) Prepare a format for collection of relevant material.
   (iii) Data Collection through interview/observation and study of relevant material.
   (iv) Analysis of data
   (v) Results/Findings
   (vi) Implications for action

GUIDELINES

Case study of the centre should provide detailed account of the growth of the centre since its inception. It should highlight the change its personality has undergone in terms of its size, scope, faculty, infrastructure, activities and functional efficiency. The case study may provide such information as: the year when it was established, the year when it started functioning as a training centre, target groups for training, core faculty and secretarial support including accounting, infrastructural facilities (rooms, office, training materials, non print media equipment and software, computer and internet facilities, duplicating/photocopying facilities, library facility, etc. How objectives of the centre have undergone change? How many training programmes for different target groups (primary teachers, upper primary teachers, school management committee members, trainers, etc.) were to be organised and how many have been actually organised? What links with parallel institutions and vertical institutions have been established? What is the status of cooperation to achieve training objectives? Is the centre continuing to function since its establishment? If not, when and why it was discontinued to function as training Centre? The case study should provide a complete perspective and its growth over time or since inspection.

INFORMATION BASE

1. Year of establishment
2. Target group of training—primary, upper primary teachers, CRC coordinator, school management committee members, parents group, etc.
3. Training programmes organised since inception (year-wise list specifying the target groups and the number of beneficiaries mentioning the gap between targets and actually trained).
4. How many programmes were planned in a year and how many organised explaining reasons for shortfall, if any. Provide year-wise coverage details in the table given below.

Year	Target group	Expected to be trained	Actually trained	Gap
19____ 20____ 20____	Primary Upper primary CRC coordinators			
____				
____				
2011				
Total				

5. How the facilities have grown over time? (To be based on data)
   (a) Physical
   (b) Aids resource materials
   (c) Staff
   (d) Resource persons
   (e) Financial support
   (f) Administrative support (SPD/DPO, BRC, CRC, DIET, SCERT, etc).
   (g) Support from other sources, specify.

From which institutional network support has been forthcoming as required and qualitatively better? Which institutions that were expected to support, were patchy or even not forthcoming? How has this affected efficiency of functioning of the centre? Why sufficient support has not been forthcoming if it was expected in the networking?

Provide networking diagram relating to SPDs, institutions and persons 360 degree.

6. How is the centre financed? Indicate the sources from which it has been financed? Is the fund flow smooth and timely? What are the hurdles, if any?

7. What were the problem areas in efficient running of the centre earlier? What steps have been taken to tackle these problems? What is the success? What are the areas in which efforts were successful? What problems have not been tackled despite efforts? Why? What should be done now?

8. What is the image of the centre of today and of the future, say a decade ahead?

9. Summary of achievements/accomplishments.

10. Summary of efforts to increase impact of the training.

11. Summary of impediments.

12. Where to go from here and how?
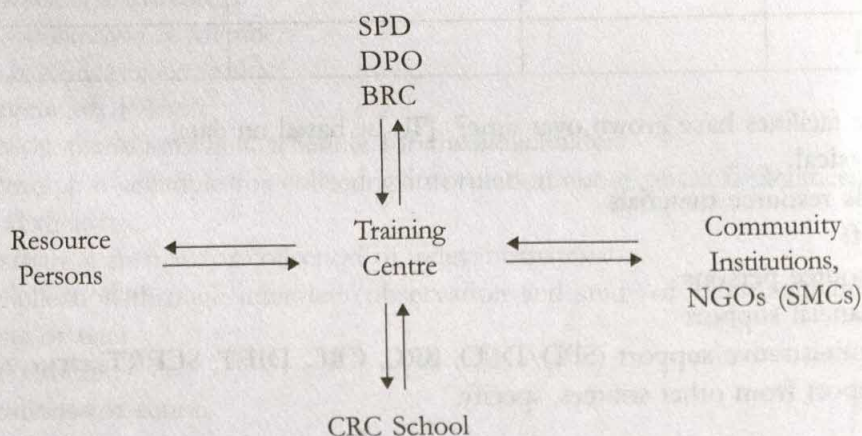
REPORT STRUCTURE

(i)   Introduction

Case Study Objectives:
—   Growth of Centre (age) since inception
—   Training (target group)
—   Capacity building
—   Follow-up support, etc.
—   How was the Case Study done?

(ii)   Networking

Place of the centre in the networking of the Institution.

SPD
DPO
BRC

Description and working of the networked institutions, efficiency of the relationship and functioning of the training may be covered.

(iii) Facilities in the Training Centre

Physical Resource	Growth source inception
Material and Aids	How they have developed?
Human (Resource)	Are they sufficient?
	Are they functioning?
	Is the staff trained to use them efficiently and keep them running.
	What are the gaps?
	What is still needed?

(iv) Training Programme (year-wise since inception)

(Tabular for as given before)

(v) Content of training programmes

(vi) Achievements

- What has been achieved/accomplished in relation to the expected target and growth?
- What could not be achieved and why?
- What can be done to improve achievement of the expected objectives?

(vii) Follow on and Impact

- Follow-up to improve training impact.
- Done, mobilised networked institutions to improve impact in changing classroom practices and student achievement.

(viii) Summary and Conclusion

Image of the perspective of the training centre for the decade.

SCHEDULE FOR CRC COORDINATOR (ISTT-10)

1. State Code ☐☐

2. District Code ☐

3. Name _____ Designation _____

4. Date of joining as CRC Coordinator: ☐☐ ☐☐ ☐☐☐☐

5. Sex : Men (1)   Women (2) ☐

6. Academic Qualifications: ☐
   - Higher Secondary   (1)
   - Graduate   (2)
   - Post Graduate   (3)
   - Any other (specify) _____ (4)

7. Professional Qualifications: ☐
   - Diploma in Education or equivalent   (1)
   - B.Ed.   (2)
   - M.Ed.   (3)

8. Target Group: ☐
   - Primary teachers   (1)
   - Upper primary teachers   (2)
   - Both primary and upper primary teachers   (3)

9. Number of schools covered by the CRC:
   - Primary   ☐☐
   - Upper Primary ☐☐

10. What are the objectives of conducting these monthly meetings?

_____

_____

_____

11. (a) Number of teachers from these schools invited to attend monthly meetings:

Primary

    Men

    Women

    Total

Upper Primary

    Men

    Women

    Total

Both primary and upper primary:

    Men

    Women

    Total

(b) Number of teachers in these schools who attended monthly meetings:

Primary

    Men

    Women

    Total

Upper Primary

    Men

    Women

    Total

Both primary and upper primary:

    Men

    Women

    Total

12. (a) Are the teachers invited in batches?

    Yes (1)   No (2)

(b) If yes, how many batches are invited in a month?

(c) How are days/dates of meetings decided?

_____

_____

13. Are the days/dates of monthly meetings fixed in advance?

    Yes (1)   No (2)

14. Teaching Experience (in years) at

• Primary stage

• Upper primary stage

• Secondary stage

15. (a) Monthly meetings held during 2009-10:

Sl. No.	Month	Dates/days of meeting	Themes/ Issues discussed	Timing of the meeting		Number of teachers	
				Commencement	Closing	Attended	Did not attend
1.	April						
2.	May						
3.	June						
4.	July						
5.	August						
6.	September						
7.	October						
8.	November						
9.	December						
10.	January						
11.	February						
12.	March						

(b) Monthly meetings held during 2010-11:

Sl. No.	Month	Dates/days of meeting	Themes/ Issues discussed	Timing of the meeting		Number of teachers	
				Commencement	Closing	Attended	Did not attend
1.	April						
2.	May						
3.	June						
4.	July						
5.	August						
6.	September						
7.	October						
8.	November						
9.	December						
10.	January						
11.	February						
12.	March						

16. Give details on a separate sheet about all staff members and resource persons attached to CRC.

_____

_____

17. Where is CRC located?
    • in a primary school   (1)
    • in an upper primary school   (2)   ☐
    • in a separate building   (3)
    • in a secondary school   (4)

18. Address of the CRC centre:

_____

_____ Pin Code _____

Phone No_____ Mobile No_____ e-mail _____

19. Number of rooms available for CRC: ☐

20. Give your comments on the availability of facilities listed below. Use the relevant code.

Facilities	Available Adequate (1) Inadequate (2) Not available (3)	Comments, if any
Separate room for CRC coordinator		
Separate room for monthly meeting		
Separate toilet for women trainees		
Provision of electricity		
Library books		

21. Give your observation regarding the availability and frequency of use of the following teaching aids/equipments during monthly meetings. Write appropriate code.

Items	Teaching Aids/Equipments		
	Available (1) Not available (2)	Not needed for training (1) Needed for training (2)	Used in training Frequently (1); Sometimes (2); Rarely (3)
Dictionary			
Science Kit			
Math Kit			
Globe			
Maps/Charts			
Black board			
Any other (specify)			

22. Number of monthly meetings organised by you under SSA during

    2009-10 ☐

    2010-11 ☐

23. (a) Did you receive any training for organising the monthly meeting as a coordinator?

    Yes (1)   No (2) ☐

    (b) If yes, give the following details:

    The year ☐☐☐☐

    Institution _____

    Duration (number of days) ☐

    (c) Was the training programme adequate?

    Yes (1)   No (2) ☐

24. (a) Do you prepare an agenda for the monthly meeting?

    Yes (1)   No (2) ☐

    (b) If no, who decides the agenda? _____

25. Is any record of the meeting maintained? (Who attended and what was discussed?)

    Yes (1)   No (2) ☐

26. Give details of the Resource Persons who were invited to last three meetings:

    _____

    _____

    _____

27. Common reasons given by some of the invited teachers for not attending the monthly meetings on regular basis:

    _____

    _____

    _____

28. Percentage (%) of teachers using different modes of transport for coming to these meetings:

S.No	Type of transport used	Percentage (%)
1.	Cycle	
2.	Motor cycle	
3.	Public transport	
4.	Any other (Specify)	

29. State the criteria for identifying the issues to be discussed at monthly meeting. (Give your response by writing code number in the box.)

    • Teachers' suggestions at the previous meeting   (1) ☐

    • Decisions taken at BRC level   (2)

    • Plan prepared at CRC level   (3)

    • Other (specify) _____   (4)

30. (a) Is there any mechanism to evaluate the performance of the teachers in the meetings?

    Yes (1)   No (2) ☐

    (b) If yes, what is the mechanism?

    _____

    _____

    _____

31. (a) Are you satisfied with the attendance and performance of the teachers in the monthly meetings?

    Yes (1)   No (2) ☐

    (b) If no, what are the reasons for not being satisfied? (Write1 for 'Yes' and 2 for 'No' in the box)

    • Low attendance ☐

    • Discussion is on administrative matters mainly ☐

    • Lack of interest in learning new things. ☐

    • Resource persons lack the needed competence. ☐

    • Teachers do not come well prepared. ☐

    • Any other (Please mention) ☐

32. (a) Do you think that monthly meetings will improve classroom practice of teachers?

    Yes (1)   No (2) ☐

    (b) If yes, how? _____

    (c) If not, why? _____

33. (a) Give details of the funds (item-wise) for organising monthly meetings.

    _____

    _____

    _____

    (b) Do you receive funds well in time?

    Yes (1)   No (2) ☐

    (c) Are these funds adequate for organising the monthly meetings?

    Yes (1)   No (2) ☐

    (d) If no, how much more do you require? Give details.

    _____

    _____

    _____

34. Suggestions for improvement of monthly meetings.

    _____

    _____

    _____

Name and Signature of the   Name and Signature of the CRC
Field Investigator (with date)   Coordinator

SCHEDULE FOR MONTHLY MEETINGS FOR TEACHERS (ISTT-11)

INSTRUCTIONS

- *This schedule should be filled by the teachers about the activities conducted in the monthly meetings.*
- *It should be filled for at least two monthly meetings separately for primary and upper primary teachers or common meetings organised both for primary and upper primary teachers.*
- *Write appropriate code of response in the box.*
- *Do not leave any blank. Write 'nil' if information is not available.*

---

1. State Code □□

2. District Code □

3. Name _____ Designation _____

4. Gender   Men (1)   Women (2)   □

5. Academic Qualifications □
   - Secondary (1)
   - Senior/Higher Secondary (2)
   - Graduate (3)
   - Post Graduate (4)
   - Any other (specify) (5)

6. Professional Qualifications
   - Diploma in Education or equivalent (1)
   - B.Ed. (2) □
   - M.Ed. (3)

7. Venue of Monthly Meeting_____

8. Target Group
   - Primary teachers (1)
   - Upper primary teachers (2) □
   - Both (Elementary teacher level) (3)

9. Date of the Monthly Meeting □□

10. What are the objectives of conducting these monthly meetings?

    _____

    _____

11. Who issues the invitation letters for the monthly meetings?
    - CRC Coordinator (1)
    - BRC Coordinator (2) □
    - BEO (3)
    - Any other (specify) (4)

12. How many meetings are organised in a month?

13. Are the dates of monthly meetings fixed?

   Yes (1)   No (2)

14. (a) Do the dates of the monthly meeting suit you?

   Yes (1)   No (2)

   (b) If no, give reasons.

   _____

   _____

   _____

15. Mode of transport used for attending the monthly meetings

   • Cycle   (1)
   • Motor cycle   (2)
   • Public transport   (3)
   • Any other (Specify) _____   (4)

16. Have you attended monthly meetings regularly?

   Yes (1)   No (2)

17. If yes, give the details in the following tables:

   (a) Monthly meetings held during 2009-10

S.No.	Month	Dates and days of meeting	Themes/Issues of meeting	Timing of the meeting		Reasons (month wise) if meeting was not attended
				Commencement	Closing	
1.	April					
2.	May					
3.	June					
4.	July					
5.	August					
6.	September					
7.	October					
8.	November					
9.	December					
10.	January					
11.	February					
12.	March					

(b) Monthly meetings held during 2010-11:

S.No.	Month	Dates and days of meeting	Themes/Issues of meeting	Timing of the meeting		Reasons (month wise) if meeting was not attended.
				Commencement	Closing	
1.	April					
2.	May					
3.	June					
4.	July					
5.	August					
6.	September					
7.	October					
8.	November					
9.	December					
10.	January					
11.	February					
12.	March					

18. (a) Was the agenda of all meetings prepared?

   Yes (1)   No (2)

   (b) If no, who prepares the agenda? _____

19. Monthly meeting organised in:
    - Classroom   (1)
    - Room allotted to CRC   (2)
    - Any other place (Please specify)_____   (3)

20. In the monthly meeting teachers sit on:
    - the *dari*   (1)
    - the benches/chairs   (2)

21. What stationery items were provided to the teachers in the meeting?

   _____

   _____

22. Give your comments on the availability of facilities listed below. Write the relevant code number.

Facilities	Available Adequate (1) Inadequate (2) Not available (3)	Comments, if any
Separate room for CRC coordinator		
Separate room for monthly meeting		
Separate toilet for women trainees		
Provision of electricity		
Library books		

23. Give your observations regarding the availability and frequency of use of the following teaching aids/equipments during monthly meetings. Write appropriate code.

Items	Teaching Aid/Equipments		
	Available (1) Not available (2)	Not needed for training (1) Needed for training (2)	Used during training: Frequently (1); Sometimes (2); Rarely (3)
Television			
VCP/VCR/Projector			
Computer			
Internet facility			
Dictionary			
Science Kit			
Math Kit			
Globe			
Maps/Charts			
Blackboard			
Any other (specify)			

24. Give details of all the staff members and resource persons who have been conducting the monthly meetings.

_____

_____

_____

_____

25. Do you know the criteria followed for identifying the issues for the monthly meeting?

Yes (1)   No (2)   ☐

26. List the materials distributed in the last three meetings.

_____

_____

_____

27. Whether you were given a chance to participate in preparing the material for the meeting?

Yes (1)   No (2)   ☐

28. Whether you were given a chance to clarify your doubts in the monthly meeting?

Yes (1)   No (2)   ☐

29. List the new approaches/methods learnt in monthly meetings

_____

_____

_____

30. How are these meetings useful in teaching different subjects in the classroom?

_____

_____

_____

31. How are these meetings useful in organising different activities in the school?

_____

_____

_____

32. (a) Is there any mechanism to evaluate the performance of teachers in the meetings?

    Yes (1)   No (2)   □

    (b) If yes, what is the mechanism?

    _____

    _____

    _____

33. How is your feedback utilised in the monthly meetings?

_____

_____

_____

34. Whether TA/DA was provided for attending meetings?

    Yes (1)   No (2)   □

35. Whether breakfast, lunch and evening tea were provided in the meetings?

    Yes (1)   No (2)   □

36. How much money was provided as travelling allowance? _____

37. What is the amount of daily allowance paid to you for attending the meeting?

_____

_____

_____

38. (a) Are you satisfied with the ways monthly meetings are conducted?

    Yes (1)   No (2)   □

(b) If no, what are the reasons?

_____

_____

_____

_____

39. General comments on monthly meetings:

_____

_____

_____

_____

_____

_____

_____

Name and Signature of the
Field Investigator (with date)

Name and Signature of the Teacher

OBSERVATION SCHEDULE FOR MONTHLY MEETINGS OF CRC (ISTT-12)

INSTRUCTIONS

- *This schedule should be filled by the Field Investigator on the basis of their observations of different activities in monthly meetings of the CRC. The Field Investigator should also note down those activities, which are not covered in this schedule.*
- *Write appropriate code of response in the box.*
- *Do not leave any blank. Write 'nil' if information is not available.*

---

1. State Code

2. District Code

3. Vanue of the monthly meeting _____

4. Target Group
    - Primary teachers   (1)
    - Upper Primary teachers   (2)
    - Both Primary and Upper Primary teachers   (3)

5. Date of Observation

6. Duration of the meeting (in hours)

7. Number of Participants

8. (a) Whether the agenda of the meeting was prepared in advance?

    Yes (1)   No (2)

    (b) If yes, give details of the agenda.

    _____

    _____

    _____

9. Describe in brief how the meeting was started by the CRC Coordinator?

    _____

    _____

    _____

10. List the issues highlighted by the CRC Coordinator.

    _____

    _____

    _____

11. Comment on the level of participation of teachers in the discussion that followed the introductory remarks of the CRC coordinator.

_____

_____

_____

12. (a) Have some practical activities been organised during the meeting?

   Yes (1)   No (2)   ☐

   (b) If yes, give details.

   _____

   _____

   _____

13. (a) Whether teachers raised some issues relating to curriculum and curriculum transaction?

   Yes (1)   No (2)   ☐

   (b) If yes, mention the issues.

   _____

   _____

   _____

   (c) What suggestions were given by teachers to address the issues of the meeting?

   _____

   _____

   _____

14. (a) Did some teachers present innovations attempted by them?

   Yes (1)   No (2)   ☐

   (b) If yes, give details.

   _____

   _____

   _____

15. How are these monthly meetings useful in discharging your duties in the school?

   _____

   _____

   _____

16. What did you like most about the agenda and organisation of the meeting?

   _____

   _____

   _____

17. Mention the weaknesses, if any, in the organisation of the meeting?

_____

_____

_____

18. Was any discussion held for deciding the issue(s) to be discussed in the next meeting?

Yes (1)   No (2)   ☐

19. Give your suggestions for organising monthly meetings in an effective manner.

_____

_____

_____

Signature_____

Name and address of Field Investigator

_____

_____

CLASSROOM OBSERVATION SCHEDULE (ISTT-13)

INSTRUCTIONS

- *This schedule should be filled by the Field Investigator on the basis of the observation of the lesson of the teacher in his/her school.*
- *Each field investigator should observe at least two lessons.*
- *A separate schedule should be filled for each lesson taught by the teacher.*
- *Code number should be given in the appropriate box.*
- *Do not leave any blank. Write 'nil' if information is not available.*

---

1. State Code

2. District Code

3. Block: Full address
    _____
    _____ Pin Code _____
    Phone No._____ Mobile No._____ e-mail _____

4. Cluster: Full address
    _____
    _____ Pin Code _____
    Phone No._____ Mobile No._____ e-mail _____

5. School: Full address
    _____
    _____ Pin Code _____
    Phone No._____ Mobile No._____ e-mail _____

6. Name of the teacher _____

7. Class

8. Subject _____

9. Date of observation

10. Duration (Time) from _____ to _____

11. Topic of the lesson _____

12. The lesson was introduced by the teacher by

    - Stating the topic   (1)
    - Reviewing the previous lesson   (2)
    - Posing a problem   (3)
    - Writing on blackboard   (4)

13. Presentation of new concepts/ideas was attempted by   □
    - only teacher talking   (1)
    - discussion with explanation   (2)

14. The concepts were explained   □
    - with examples   (1)
    - without examples   (2)
    - with demonstration   (3)

15. The teacher generally asked questions to   □
    - test factual knowledge   (1)
    - test understanding   (2)
    - test application of knowledge to new situations   (3)
    - elicit student opinions   (4)

16. The teacher generally addressed questions to   □
    - the whole class with many responding at the same time   (1)
    - individual, who volunteer to answer   (2)
    - individual, who did not volunteer to answer   (3)

17. Students participated in discussion by

	Often	Sometimes	Never	
asking questions to seek clarification	3	2	1	□
seeking more information on the topic under discussion	3	2	1	□
making comments on the basis of their own experience	3	2	1	□
raising issues relating to the topic under discussion	3	2	1	□

18. Teachers responded by

	Often	Sometimes	Never	
providing the desired answer or clarification	3	2	1	□
reprimanding students for interrupting the lesson	3	2	1	□
asking someone else in class to respond	3	2	1	□
postponing the answer to the next day	3	2	1	□

19. Were students praised by the teachers for their participation in the classroom discussion?   □
    - Never   (1)
    - Sometimes   (2)
    - Often   (3)

20. Teacher treated the students

	Often	Sometimes	Never	
in an authoritarian manner	3	2	1	□
respectfully	3	2	1	□
in an indifferent manner	3	2	1	□
on equal footing	3	2	1	□

21. How was the following resource material used in classroom teaching?

	Frequently	Sometimes	Never	
• Blackboard	3	2	1	☐
• OHP (Overhead Projector)	3	2	1	☐
• Films/videos	3	2	1	☐
• Computer	3	2	1	☐
• Other learning aid(s), specify	3	2	1	☐

22. Activities organised during the lesson

- • Role play (1)
- • Game (2) ☐
- • Group work (3) ☐
- • Conducting experiment (4) ☐
- • Field study (5)

23. How many students were attentive during the lesson?

- • A few (1)
- • Some of them (2) ☐
- • Most of them (3)
- • All of them (4)
- • Lesson was disrupted by students (5)

24. Lesson was covered

- • in the classroom (1)
- • partly in the classroom and partly outside the classroom (2) ☐
- • outside the classroom (3)

25. Textbook was used by the teacher to

- • explain content of the lesson (1)
- • asking students to read individually/in groups (2) ☐
  to increase understanding
- • reading at the end to consolidate learning (3)
- • giving home assignment to consolidate learning (4)

26. Evaluation of students by the teacher was

- • done through oral questioning (1)
- • done by giving assignments (2) ☐
- • done through written test (3)
- • not done (4)

27. The lesson concluded
    - Abruptly   (1)
    - Summarising the main points   (2)
    - Giving assignments   (3)
    - Highlighting some points for reflection   (4)

28. Give approximate percentage distribution of time spent on each during the session
    by the teacher. (Total time spent should not exceed 100%)

                                                        Time spent (%)

    - Teacher talking   _____
    - Interaction with students   _____
    - Group work   _____
    - Any other activity, specify   _____

Special features of the lesson

29. During observation you may have noted a feature (idea/event, activity) in the lesson which was
    praiseworthy. Likewise, there may have been some features, which were not praiseworthy. Describe
    briefly the features which were praiseworthy or otherwise.

Praiseworthy features:

    1. _____
       _____
    2. _____
       _____
    3. _____
       _____

Undesirable features:

    1. _____
       _____
    2. _____
       _____
    3. _____
       _____

Signature _____

Name and Address of the Field Investigator

_____

_____

4

Way Forward

The tools that were used to collect quantitative and qualitative data for the study on 'Study of Impact of In-service Teacher Training under SSA on Classroom Transaction' have been provided with instructions and guidelines for their use. The formatted instruments have been described in the preceding section. Studies are undertaken by individuals and institutions on different aspects of INSET in the context of its impact on classroom transaction and student learning. The tool kit provides a compendium of tools addressing the research components specified in the conceptual framework provided in the first chapter of the national report printed separately. It can also be a handy compilation to serve the needs of the students of research in this area and other researchers at large.

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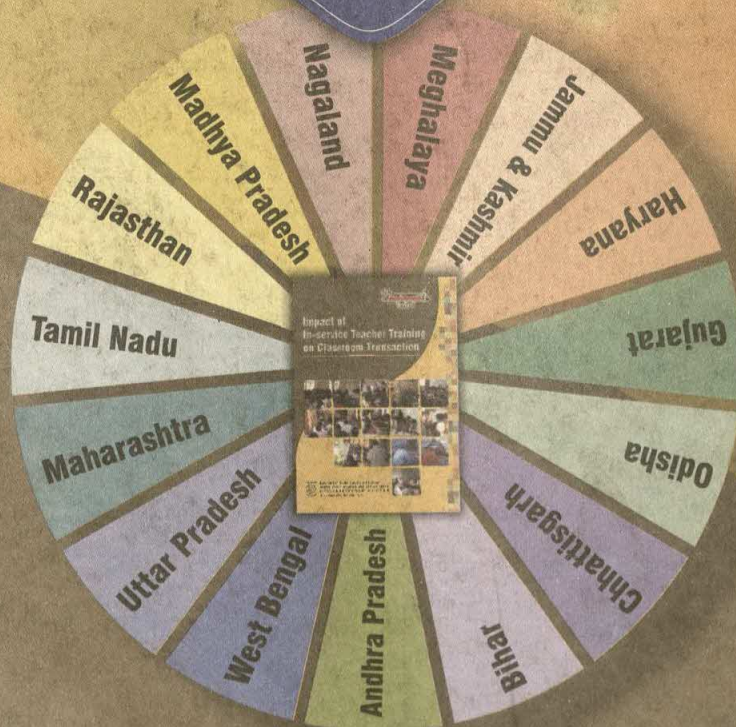   Assistant Professor, DTE
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INSET Training Centre : A Microview

INSET Tool Kit

INSET Impact on
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Jammu & Kashmir

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Tamil Nadu

Gujarat

Maharashtra

Odisha

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West Bengal

Andhra Pradesh

Bihar

Impact of
In-service Teacher Training
on Classroom Transaction